DOCUMENT RESUME

ED 027 864 JC 690 034

Recruitment Survey, 1968; An Institute Research Report.
Erie County Technical Inst., Buffalo, N.Y.
Report No-ECTI-IRR-3
Pub Date 28 Nov 68
Note-19p.
EDRS Price MF-$0.25 HC-$1.05
Descriptors-*Counseling, *Institutional Research, *Junior Colleges, Questionnaires, *Recruitment, *Student Attitudes, Surveys, Technical Education, Vocational Education
Identifiers-*New York

This third report in a series was designed to inform the faculty of certain student attitudes. Of the 2409 students registered in September 1968, 1982 responded to a questionnaire. They were asked to say if they were in the program of most interest to them, if they had been uncertain of their career plans when they enrolled, and who or what influenced their choice of this particular program (out of 17). They were also asked which recruitment practice had most influenced their choice of this particular college. Sixty-nine per cent said they were in the program that most interested them, 222 said they were not, and 378 were undecided. One hundred forty-one had been uncertain about their plans when they enrolled; 597 chose their program to train for a good job; 167 wanted a degree in less than four years; 217 felt unqualified for senior college; only 35 wanted to postpone military service. The most influential recruitment factors were, in order: (1) high school counselor, (2) college counselor, (3) parents or other adults, (4) friends, and (5) brochures, leaflets, etc. available from counselors. Factors of little influence were: (1) college-and-career days in high school, (2) mass media such as mailings, newspapers, public displays, posters, billboards, etc. These results show that the career days at the high schools could stand re-evaluation and improvement as recruitment devices. The report also notes that this area survey shows results almost identical to a 1968 national survey. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# An Institute Research Report

## Recruitment Survey 1968

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 24 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ERIE COUNTY TECHNICAL INSTITUTE

JC 680 034

November 28, 1968

The following is the third in a series of reports designed to inform the faculty of certain attitudes and characteristics of the student body. It is hoped that these reports, and others to follow, will aid the professional staff by making them more aware of the personalities with which they work.

Without the aid of Miss Francine Maley, who helped administer the survey; Professor Robert Clark and Robert Dinkle of the Data Processing Department; and the faculty who gave valuable class time to allow the students to complete the questionnaire, this report would not have been possible.

If a faculty member desires to investigate the individual curriculum reports, they are available in the Office of Institute Research.

Knute H. Holmberg

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## GENERAL DESCRIPTION

During the Fall Term of 1968, the Office of Institute Research conducted a survey of the student body. Of the 2409 registered students in September, 1968, 1982 responded to the questionnaire. The purpose of the survey was to investigate those factors which had influence on the students' decision to enroll in his particular program at the Erie County Technical Institute.

Of those who responded, 69% indicated that the program in which they were enrolled was also the program in which they were most interested; 378 were undecided as to this question; and 222 indicated that they were not enrolled in the program in which they were most interested. Of these "undecided" and "no" responses, 141 indicated that they were uncertain about their future plans when they enrolled. Approximately 59% of the respondents indicated that they were enrolled in their present program to obtain training for a good job. Some 16% indicated that they wanted a college degree but did not want to spend four years getting it. About 12% felt that they couldn't qualify for a four-year program and therefore enrolled in a two-year college. And a very small number (35) wanted to postpone military service.

The individuals who had influence upon the students' decision to enroll in their particular program were the parent or guardian, friend or relative, and guidance counselor in that order.

The remainder of the questionnaire concerned itself with recruitment practices influencing the decision to enroll and the effect of mass media upon the choice of Erie County Technical Institute as the college to attend.

The most effective recruitment practice was the indirect influence of the high school counselor who informed the students of the programs available at Erie County Technical Institute. Another strong influence was the effect of college counselors who may be, for purposes of this report, combined with the high school counselors as far as the students' decision to enroll was effected.

Next in order of importance as to effective means of recruitment was the influence that parents, guardians, relatives, or adults with whom the students were acquainted had in influencing their decision to

enroll. There is also a strong indication that the friends of the students had suggested the various programs to him.

One of the possible responses to this particular section of the survey was the effect of college and career days in high school in influencing the students' decision. Only 109 of the 1982 respondents indicated that this particular practice had a major influence on their decision to enroll; 238 indicated a minor influence. A total of 1510 of the respondents indicated that this did not influence their decision to enroll whatsoever. This is somewhat paradoxical when one looks at the effort being made by our Occupational Counselor in the field of college and career days in the high schools. This particular effort will need re-evaluation in light of the results of the survey as to whether the effort being put in is worth the time, trouble, and expense.

The section of the survey dealing with the use of mass media indicated that booklets, leaflets, fliers, and our college catalogue had the greatest influence upon the students decision to enroll in the college. These were most likely found in the offices of the guidance counselors at their various high schools. The remainder of the means of mass media showed a total lack of effectiveness in the field of recruitment. The students indicated for the most part that they decided upon their type of career training in the 12th grade. Some were effected in the 10th grade and 11th, and a smaller number was effected after 12th grade or while enrolled in another college.

ERIE COUNTY TECHNICAL INSTITUTE

INSTITUTE RESEARCH

(CONFIDENTIAL)

The following form is to be completed by students presently enrolled at Erie County Technical Institute.

Directions:

Read each question carefully and choose the most appropriate response relative to the factors which influenced you to enroll in your present program at Erie County Technical Institute. It is not necessary for you to put your name on the response sheet, so feel free to answer all of the questions. The information you provide will aid the ocllege in its continuing program to attract qualified students like yourself. This information will in no way become part of your college record.

1) In the space marked grade, indicate (S) for senior or (J) for junior.
2) In the space marded school, write your curriculum.
3) Answer each question by blackening the appropriate space on the answer sheet with a No. 2 pencil or its' equivalent. Do not use pen. Fill in the space completely and do not make any extraneous marks on the paper. Erase completely any answer you wish to change. Do not write on the question sheet.

Thank you for your cooperation.

Knute H. Holmberg
Supervisor of Research

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1. Is the program in which you are enrolled also the program in which you are most interested?

   (1) Yes (1371) (2) Undecided (378) (3) No (222)

2. If your above answer was (Yes or Undecided), skip this question and go on to the next page. If your answer was (No), please check the appropriate blank which best describes why (respond to only one).

   1) (53) Heard this type of work pays well
   2) (57) Enrolled in this program without really actually knowing what it was like.
   3) (141) Was uncertain about future plans when I enrolled
   4) (17) Parent or guardian talked me into it
   5) (8) Friends or relatives talked me into it

3. What is your main purpose for being enrolled in this program? (Respond to the one which best describes your purpose)

1) (1166) Obtain training for a good job

2) (215) Felt unprepared for a four year college

3) (229) Couldn't qualify for a four year college

4) (320) Wanted a degree but didn't want to spend four years in college

5) (35) Wanted to postpone military service

4. Which one of the following individuals had the most influence upon your decision to enroll in this program? (Respond to only one)

1) (634) Parent or guardian

2) (557) Friend or relative

3) (399) Guidance counselor

4) (163) Teacher

5) (90) Employer

5. To what extent have the following practices influenced your decision to enroll in your present program? If you have not been in contact with a certain item, check NO INFLUENCE.
(PLEASE INDICATE ONE RESPONSE FOR EACH ITEM LISTED)

Ratings: 1. This practice had no influence upon my decision
2. I don't know if this practice influenced me
3. This practice had a minor influence upon my decision to enroll in this program
4. This practice has a major influence upon my decision to enroll in this program

NO INFLUENCE ↓ UNDECIDED ↓ MINOR INFLUENCE ↓ MAJOR INFLUENCE ↓

| | | | | | |
|---|---|---|---|---|---|
| 5. | 1) (1585) | 2) (73) | 3) (234) | 4) (74) | Exhibits and open houses at the college |
| 6. | 1) (1834) | 2) (104) | 3) (178) | 4) (56) | Career days or conferencesactivities at the college |
| 7. | 1) (1497) | 2) (77) | 3) (293) | 4) (98) | Tours of the facilities at the college |
| 8. | 1) (1268) | 2) (114) | 3) (401) | 4) (174) | Speeches about your program |
| 9. | 1) (1549) | 2) (80) | 3) (231) | 4) (93) | Scholarships or other financial aid for students in this program |

| | NO INFLUENCE | UNDECIDED | MINOR INFLUENCE | MAJOR INFLUENCE | |
|---|---|---|---|---|---|
| 10. | 1) (1763) | 2) (70) | 3) (106) | 4) (32) | Radio announcements promoting your program |
| 11. | 1) (1734) | 2) (70) | 3) (125) | 4) (40) | Television announcements promoting your program |
| 12. | 1) (1518) | 2) (143) | 3) (180) | 4) (113) | An exploratory course in the college designed to stimulate interest in this program and the career opportunities |
| 13. | 1) (1663) | 2) (63) | 3) (106) | 4) (70) | Membership in high school student organizations such as future Electronic Technicians Club |
| 14. | 1) (1082) | 2) (127) | 3) (451) | 4) (296) | Informed of these programs by college counselors and/or student personnel workers. |
| 15. | 1) (1447) | 2) (111) | 3) (266) | 4) (135) | Informed of these programs by college teachers or staff members other than college counselors and directors of student personnel |
| 16. | 1) (1021) | 2) (91) | 3) (501) | 4) (824) | Informed of these programs by high school counselors |
| 17. | 1) (1280) | 2) (118) | 3) (340) | 4) (201) | Informed of these programs by high school teachers |
| 18. | 1) (1768) | 2) (58) | 3) (96) | 4) (41) | Interviewed by college personnel at my high school |
| 19. | 1) (1510) | 2) (103) | 3) (238) | 4) (109) | College and career days in the high school |
| 20. | 1) (1745) | 2) (74) | 3) (101) | 4) (41) | Informed of these programs and career entrance requirements by local state employment service personnel |
| 21. | 1) (1095) | 2) (45) | 3) (113) | 4) (98) | Informed of these programs and career entrance requirements by an employer |

| | NO INFLUENCE | UNDECIDED | MINOR INFLUENCE | MAJOR INFLUENCE | |
|---|---|---|---|---|---|
| 22. | 1) (1798) | 2) (61) | 3) (87) | 4) (15) | Exhibit at county fair or other community event |
| 23. | 1) (1314) | 2) (116) | 3) (345) | 4) (182) | Students presently enrolled in these programs suggested it. |
| 24. | 1) (1207) | 2) (117) | 3) (370) | 4) (189) | A parent or guardian suggested this program |
| 25. | 1) (1276) | 2) (94) | 3) (344) | 4) (229) | A relative or other adult suggested it |
| 26. | 1) (1546) | 2) (62) | 3) (180) | 4) (150) | A graduate of this program suggested it |
| 27. | 1) (1338) | 2) (81) | 3) (345) | 4) (185) | A friend suggested it |
| 28. | 1) (1643) | 2) (70) | 3) (162) | 4) (73) | Informed of program through employment ads |

NOTE: IN THE PRECEDING LIST BLACKEN RESPONSE POSITION(5)FOR THE NUMBER OF THE ONE PRACTICE THAT HAD THE GREATEST EFFECT UPON YOUR DECISION TO ENROLL IN THIS PROGRAM

To what extent have the following media influenced your decision to enroll in your program? If you have not been in contact with a certain media, check NO INFLUENCE.
( PLEASE BLACKEN ONE POSITION FOR EACH ITEM LISTED )

| | NO INFLUENCE | UNDECIDED | MINOR INFLUENCE | MAJOR INFLUENCE | |
|---|---|---|---|---|---|
| 29. | 1) (1594) | 2) (86) | 3) (221) | 4) (52) | Motion or still pictures of the college facilities |
| 30. | 1) (1397) | 2) (117) | 3) (287) | 4) (140) | Motion or still pictures of employment opportunities and careers open to graduates of this program |
| 31. | 1) (993) | 2) (61) | 3) (494) | 4) (356) | Booklets, leaflets, and/or flyers describing this program and the opportunities and careers open to graduates of this program |

| | NO INFLUENCE ↓ | | UNDECIDED ↓ | | MINOR INFLUENCE ↓ | | MAJOR INFLUENCE ↓ | |
|---|---|---|---|---|---|---|---|---|
| 32. | 1) | (923) | 2) (67) | 3) | (487) | 4) | (396) | College catalogs describing your program |
| 33. | 1) | (1747) | 2) (63) | 3) | (89) | 4) | (41) | A personal describing this program facilities and job opportunities from a college staff member |
| 34. | 1) | (1455) | 2) (112) | 3) | (247) | 4) | (130) | Direct mail promotion material from the college |
| 35. | 1) | (1831) | 2) (46) | 3) | (45) | 4) | (21) | College newspaper advertising |
| 36. | 1) | (1489) | 2) (103) | 3) | (252) | 4) | (96) | Articles and news releases in local newspapers and publications promoting this program and the employment opportunities open to these graduates |
| 37. | 1) | (1732) | 2) (84) | 3) | (91) | 4) | (24) | Picture story of this program told through mounted photographs displayed in public buildings in the community |
| 38. | 1) | (1748) | 2) (78) | 3) | (103) | 4) | (14) | Posters and placards |
| 39. | 1) | (1795) | 2) (60) | 3) | (77) | 4) | (14) | Billboard advertising |

NOTE: IN THE PRECEDING LIST BLACKEN RESPONSE POSITION (5) FOR THE NUMBER OF THE ONE MEDIA THAT HAD THE GREATEST EFFEC T UPON YOUR DECISION TO ENROLL IN THIS PROGRAM

40. What grade were you in when you first decided on this type of career training? Please indicate grade level

1) 10th (573) 2) 11th (377) 3) 12th (716) 4) after 12th (204)

5) college (131)

NOTE: AS SOON AS YOU FINISH THIS FORM, RETURN IT TO THE PERSON WHO GAVE IT TO YOU.

## DEPARTMENTAL SUB-GROUPINGS

The individual departmental response to the question, "Is the program in which you are enrolled also the program in which you are most interested?", ranged from 92% to 50% affirmative. Table I gives the breakdown of the results.

TABLE I

| CURRICULUM | % responding YES to #1 | CURRICULUM | % responding NO to #1 |
|---|---|---|---|
| Police Science | 92 | Metallurgical Tech. | 25 |
| Occupational Ther. | 87 | Medical Off. Ass. | 20 |
| Data Processing | 81 | Executive Sec. Sci. | 19 |
| Electrical Tech. | 81 | Business Admin. | 15 |
| Dental Hyg. | 75 | Chemical Tech. | 15 |
| Medical Lab. | 75 | Industrial Tech. | 15 |
| Civil Tech. | 72 | Recreation Sup. | 12 |
| Recreation Sup. | 70 | Civil Tech. | 12 |
| Food Service Adm. | 68 | Opthalmic Disp. | 11 |
| Chemical Tech. | 68 | Mechanical Tech. | 10 |
| Opthalmic Disp. | 67 | Food Service Admin. | 10 |
| Executive Sec. Sci. | 65 | Medical Lab. Ass. | 7 |
| Mechanical Tech. | 65 | Electrical Tech. | 6 |
| Business Adm. | 64 | Occupational Ther. | 4 |
| Metallurgical Tech. | 58 | Dental Hyg. | 3 |
| Medical Off. Ass. | 55 | Data Processing | 2 |
| Industrial Tech. | 50 | Police Science | 2 |
| $\overline{X}$ = 70 | | $\overline{X}$ = 11 | |

Points of interest from each departments' response will be given.

POLICE SCIENCE --

This group is obviously enrolled in their field of interest. It is not only proven by the fact that only one student responded "no" to question one, but is born out by the low attrition rate experienced by this curriculum. Their decision to enroll in Police Science was influenced by parents, friends, and relatives. Guidance Counselors also were a major influence in their decision. Information concerning the course of study was garnered from booklets and the college catalogue. They were in the 11th and/or 12th grade when they first decided on Police training.

OCCUPATIONAL THERAPY --

As in Police Science, the students in Occupational Therapy are enrolled in the field in which they are most interested. Only two respondents indicated they felt misplaced. Again, parents, friends, and Guidance Counselors were major influencing factors in their decision to enroll. The booklets describing the Occupational Therapy programs were indicated as having influence on their decision. This decision was made in the 12th grade. These results are also born out by a low attrition rate.

DATA PROCESSING --

One student indicated he felt he was in the wrong program of a total of forty-seven respondents from Data Processing. Friends or relatives exerted the most influence on his decision to enroll in this program. Guidance Counselors and teachers were indicated as having a major influence on directing them towards Data Processing and their decisions were made during their 12th grade year.

ELECTRICAL TECHNOLOGY --

Fourteen students indicated they were not in their preferred curriculum. Most of these individuals,in response to the question "why" indicated they "heard this type of work paid well". Parents,

friends, and relatives helped guide them to Electrical Technology. Speeches (probably by members of the college staff) about the program had a major influence on their decision as did Guidance Counselors and teachers. Unusually, they indicated their first decision to follow an Electrical career was made in the 10th grade.

DENTAL HYGIENE --

Although only 75% of the Dental Hygiene students said"yes" to question one, no more than four felt they were not in the program of most interest to them. Friends, relatives, Guidance Counselors, and students enrolled in the program were influential in directing them towards a career in this field. Most were in 12th grade when the decision was made.

MEDICAL LAB --

As in the Dental Hygiene, 75% responded "yes" to question one, but eight said "no". Parents, friends, relatives, and Guidance Counselors aided them in making their decision. Tours of the college and speeches were also indicated as having influence on their decision. College and career days are probably where they heard these speeches as these,too,were a factor. The 11th and 12th grades were the decision years for these students.

CIVIL TECHNOLOGY --

Seventy-two percent of the Civil Technology students felt they were in the program they were most interested. The influencing factors were the same as Medical Lab. students, and their decision years were the 10th and 12th grades.

RECREATION SUPERVISION --

The Recreation Supervision Curriculum was almost a stereotype of the college as a whole, therefore, its description has already been given.

FOOD SERVICE ADMINISTRATION --

Thirty-two percent of the students in the Food Service area were either undecided or definitely sure that they were not in the program in which they were most interested. A full one-seventh of the total who indicated "postponement of military service", as the reason for enrollment, were found in the Food Service curriculum. Friends, relatives, parents, Guidance Counselors, and food students influenced their decision to enroll in this course of study. They were in the 12th or 11th grades when they first decided on this career training.

CHEMICAL TECHNOLOGY --

Fifteen percent of the Chemical Technology students were sure and seventeen percent were undecided as to whether or not they were enrolled in the program in which they were most interested. The same group of individuals as in the preceding curricula, influenced their decision. These students made their decision in the 11th and 12th grades to enter the Chemistry field.

OPTHALMIC DISPENSING --

Only sixty-seven percent of the Optical students felt they were enrolled in the program that most interested them. The other difference noted between these and the student body as a whole was the significant change in the timing of their decision. Although the majority decided during the 12th grade, a good percentage decided while in college or after 12th grade.

EXECUTIVE SECRETARIAL --

Almost twenty percent of the Executive Secretarial students were certain they were not in the program in which they were most interested, and fifteen percent indicated uncertainty. A major share of these were "uncertain about future plans" when they enrolled. Those persons influencing their decision were the same people who influenced the students in the preceding curricula. The Executive Secretarial students indicated they first decided on their career in the 10th grade.

MECHANICAL TECHNOLOGY --

Sixty-five percent of the Mechanical students felt they were in the program they wanted to be in. Almost half of those who felt otherwise indicated they enrolled in the program without actually knowing what it was like. Parents seemed to be the greatest influence in their decision to enroll in Mechanical Technology, and speeches about the program aided in this decision. Counseling, again, was a factor. Publications promoting employment opportunities were registered as having influence on their choice of program, which was made in the 10th, 11th, and 12th grades.

BUSINESS ADMINISTRATION --

Of the respondents in the Business Administration curriculum, only sixty-four percent were certain they were in the area they wanted to be. As in the Executive Secretarial group, most of the other thirty-six percent were "uncertain of future plans" when they enrolled. Parents and Guidance Counselors were influential in their decision to enter this field. They were in the 12th grade when they first decided to enroll in Business Administration.

METALLURGICAL TECHNOLOGY --

Twenty-five percent of the Metallurgy students responded that they were not in the curriculum in which they were most interested; fifty-eight percent were; and seventeen percent were not sure. Seventeen percent also indicated their main purpose for enrollment was to avoid military service. Scholarships, tours of facilities, speeches about metallurgy, Guidance Counselors, students, relatives, and parents were all influential in aiding them to come to their decision to enroll. Most of these students were in the 12th grade when the decision was made.

MEDICAL OFFICE ASSISTANT --

Although fifty-five percent of the Medical Office students were certain that they were in the program in which they were most interested, a full twenty percent were sure they were not. Most of these were "uncertain of future plans" when they enrolled. Speeches about the

program at career days, Guidance Counselors, students, friends, relatives, and parents influenced their decision to enroll in this career program. The decision was made in 12th grade.

INDUSTRIAL TECHNOLOGY --

An unbelievable response of fifty percent indicated that Industrial Technology was the program in which they were most interested. Fifteen percent were sure that they were "out of place" and thirty-five percent were uncertain. Tours of facilities, parents, counselors, students, and relatives were influential in their decision to enroll in Industrial Technology. This decision was made in or after the 12th grade.

## NATIONAL RESULTS[1]

A national survey was conducted in 1968 of the public junior colleges offering terminal technical/engineering programs. This survey questionnaire was almost identical to that used in the present report. These results may be used to compare Erie County Technical Institute with the 95.2 percent return in the national survey.

A majority, 81.1 percent,of the student respondents indicated that they were presently enrolled in the program in which they were most interested. The parent, counselor, or teacher were the individuals who most influenced students to enroll in their program. The last two years of senior high school were indicated as the years when most students made an occupational choice. Radio and television announcements were not used extensively nor were they a major influence upon students' decisions. In one college that utilized daily radio announcements, the influence was almost four times as great as the average influence.

More than forty-two percent of the colleges made extensive use of motion or still pictures of their facilities, and less than ten percent of the students indicated that this practice had any influence on their decision.

Booklets, leaflets, fliers, and the college catalogue were the most influential media.

[1] "The Relative Effect of Selected Practices and Media upon Student Enrollment in Industrial-Technical and Engineering Technician Programs at the Junior College Level", a dissertaion by Robert Krejcie, 1968.

## SUMMARY

When one contemplates the results of this survey, the conclusions drawn are somewhat disconcerting. Initially, our recruitment program has proven to be rather ineffective. Granted that we do not engage in a highly organized program of recruitment, but we do attempt,in a limited fashion,to inform the public of the opportunities available to the area high school graduate. This is accomplished through the efforts of our Occupational Counselor, displays at various civic enterprises, and contacts with Guidance Counselors. We engage a great deal of effort, time, and some expense, during our annual Open House, yet this does not manifest itself as a strong factor in influencing the students decision to enroll. This is by no means a suggestion that we discontinue the practice, but instead that we make better use of the Open House as a means of recruitment.

The Occupational Counselor's efforts during the high school career days will need re-assessment, and a more effective plan for informing secondary Guidance Counselors of the College and its programs will have to be developed. A potent method of transmitting the availability of career programs and the ensuing job opportunities to the parents of the high school student, should be formed and implemented by the Public Relations office.

We presently have more than enough applicants for all but a few of our programs. We also have a tremendous drop-out and failure rate. Could this"drop-out" problem be a function of a lack of "selectivity" from our list of applicants?

If the suggestions above, and other innovative techniques are executed, the valuable process of "image building" would take place. As a result, we may attract greater numbers of students, allowing greater selectivity, resulting in a greater quantity and quality of the end product; a graduate skilled in his field yet sensitive to his surroundings.

The second disturbing result of the survey is the plain undeniable fact that 31% of our student body seems to be"in the right church but the wrong pew". To be specific, they are not enrolled in the program

in which they are most interested. This compares with the 18.9% national average, or a 12% difference. A share of these are probably the result of indecision when they enrolled, but it is hard to believe that 720 students would fall in this category. This startling result indicates a need for an intensified program of counseling during the admissions procedure, either by the Department Head or the Counseling staff,or both. In addition, a joint committee of the Faculty Council and Senate should study and recommend ways to improve articulation within the College.